DOCUMENT RESUME

ED 368 667 SO 023 883

AUTHOR	Doughty, Ray
TITLE	The South Carolina Framework for Music Education.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of General Education.
PUB DATE	87
NOTE	96p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Aesthetic Values; Creative Expression; *Curriculum Design; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Guidelines; Music; *Music Appreciation; *Music Education; State Curriculum Guides
IDENTIFIERS	South Carolina

ABSTRACT

This document is a South Carolina curriculum model that identifies four broad areas of study. These components, which should be present in all music education courses, are: (1) aesthetic perception and concept development; (2) creative expression and skills development; (3) music heritage, both historical and cultural; and (4) aesthetic valuing, or application of knowledge and skills. The first component consists of sound generations and modifications, pitch, rhythm, harmony and texture, form, tempo, dynamics, and timbre. The second component consists of singing, playing, movement, reading and writing music, creating, and listening. The third component consists of personal, musical, social and historical heritage. The fourth component is made up of cultural background, judgment, function of music, music structure and elements, and valuing. Goals and objectives are given for each component. This section is followed by an overview and content divided by the grade levels kindergarten to grade 2, grades 3 to 5, middle school, and high school. The final portion of the framework contains model learning objectives that are specific for the various instructional settings found in the public schools of South Carolina, such as general music, instrumental music and band, string orchestra, vocal music, music theory, music appreciation, and various advanced placement settings. The framework details outcomes of instruction in music that are recommended goals for the comprehensive and balanced program of learning experiences for students. A listing of 21 references is included in an appendix. (DK)

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THE SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

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THE SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

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Office of General Education

Charlie G. Williams
State Superintendent of Education
South Carolina Department of Education
Columbia, South Carolina

1987

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S.C. FRAMEWORK FOR MUSIC EDUCATION

Introduction

The S.C. Framework for Music Education has been in the planning stages for several years. The present work is based on music curriculum guide plans developed by the State Music Consultant during the 1980-81 school year and Basic Art Skills published by the S. C. Department of Education in 1985. The Framework has been developed to assist administrators and music teachers as they seek to improve music teaching and music learning in the public schools of South Carolina.

Overview

The Framework is a curriculum model that identifies four broad areas of study. These components, which should be present in all music education courses, are:

1. Aesthetic Perception
2. Creative Expression
3. Music Heritage
4. Aesthetic Valuing

Goals and objectives are given for each component. This section is followed by an overview and content divided by the grade levels kindergarten-two, three-five, middle school and high school. The final portion of the Framework contains model learning objectives that are specific for the various instructional settings found in the public schools of South Carolina.

The format and content of the Framework reflect the latest research and national trends in music education curriculum design.

Curriculum Planning

Teachers, administrators, students, parents and community members know their expectations for the school music programs. This publication details recommended learner outcomes. The local school district music curriculum committee should bring the local expectations and Framework recommendations together. Decisions about the philosophy, goals, objectives, content and sequence of the music curriculum should be made at the local level.

The actual planning must be a team effort involving a wide range of personnel. Generally the superintendent, with the approval of the board, determines how the curriculum development process will be carried out. In many districts this authority is delegated to an assistant superintendent for instruction, a music coordinator or a music teacher. The person identified to coordinate the curriculum committee should be given the authority and time to develop a quality music curriculum.

The music committee should adopt, adapt and expand the goals, objectives, content and learning objectives given in this

publication. It is recommended that the content of the locally developed curriculum adequately address the four components: Aesthetic Perception, Creative Expression, Music Heritage and Aesthetic Valuing. If a district has a music curriculum, it should be reviewed and revised to insure that it adequately addresses the content of all four components of the Framework.

The South Carolina Framework for Music Education details outcomes of instruction in music that are recommended goals for the music programs of the public schools of South Carolina. The Framework is intended to provide a basis for constructing a comprehensive and balanced program of learning experiences for students. The local music curriculum guide may also contain the following:

Use of teaching methods adopted by the district such as Orff, Suzuki or Kodaly
Information on district adopted textbooks
Competencies for entrance to performing groups
List of musical terms
References for music teachers
Equipment standards
Performance requirements and restrictions
Policies on grading music students
Plans for special populations: handicapped, gifted, educationally disadvantaged, bilingual

Use by Administrators

Until a local curriculum guide is produced, the components, content and learner outcomes given in this publication may be used by administrators as a reference for reviewing the music programs in schools they supervise. The learning outcomes given for the various instructional settings are generally accepted statements of what a music program should accomplish.

ACKNOWLEDGEMENTS

This Framework for Music Education was drafted by the State Music Consultant, reviewed by a large number of South Carolina educators and approved by a Statewide Curriculum Committee. The South Carolina Framework for Music Education uses the format of the Basic Art Skills published by the South Carolina Department of Education in 1985. The four-component plan is drawn from the California Visual and Performing Arts Framework as well as other current research. Special thanks go to the Education Departments of California, Florida, Georgia, Minnesota and Ohio for granting permission to use their curriculum publications in drafting the South Carolina Framework for Music Education. A complete list of references used is given in appendix A.

The South Carolina Framework was read/reviewed by the following South Carolina educators: Eleanor Avant, Bill Ackerman, Liza Stockman, Jackie McNeill, Proctor Hawkins and Dr. Charles Elliott. Also, Dr. Barbara Vaughn, Terry Holliday, Steve Morlan, Arletta Raley, Mary Ada Phillips, Edith Davis, John Mabry and John Williams.

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FRAMEWORK FOR MUSIC EDUCATION

OUTLINE

Component One: Aesthetic Perception-Concept Development

- 1.1 Sound generations
- 1.2 Sound modifications
- 1.3 Pitch
- 1.4 Rhythm
- 1.5 Harmony/Texture
- 1.6 Form
- 1.7 Tempo
- 1.8 Dynamics
- 1.9 Timbre

Component Two: Creative Expression-Skills Development

- 2.1 Singing
- 2.2 Playing
- 2.3 Movement
- 2.4 Reading and Writing Music
- 2.5 Creating
- 2.6 Listening

Component Three: Music Heritage-Historical and Cultural

- 3.1 Personal Heritage
- 3.2 Musical Heritage
- 3.3 Social and Historical Heritage

Component Four: Aesthetic Valuing-Application of Knowledge and Skills

- 4.1 Cultural Background
- 4.2 Judgment
- 4.3 Function of music
- 4.4 Music structure and elements
- 4.5 Valuing

FRAMEWORK

COMPONENT ONE: Aesthetic Perception - Concept Development

GOALS:

1. To develop sensitivity to the expressive qualities of music.
2. To increase aural awareness.
3. To encourage musical responsiveness, involvement, and discrimination.
4. To promote understanding of the nature and structure of music.

OBJECTIVES: The students will:

1. Demonstrate an understanding of how sound is produced and modified.
2. Demonstrate an understanding of the elements of music.
3. Demonstrate an understanding of the structure and form of music.
4. Demonstrate understandings which will lead to the effective use of written notation.

MUSIC FRAMEWORK

COMPONENT ONE: Aesthetic Perception - Concept Development

OVERVIEW:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Students will experience a wide variety of sound sources, recorded music, and live performances. Students will reflect upon and talk about their experiences.	Students will participate in a wide variety of musical experiences and use concepts learned about sound/music to describe their feelings.	Students in grade 6-8/7-9 will continue to refine their aesthetic perception by participating in, selecting, enjoying and analyzing musical works.	Students in grades 9-12 will develop understanding of the concepts of music that will serve as building blocks for future development of aesthetic judgment.

CONTENT:

1.1 SOUND GENERATION Experience sounds from a variety of sound sources.	Describe how sounds are made with the voice, instruments and non-musical objects.	Use sound production method to catagorize sounds.	Develop an understanding of the science of sound.
1.2 SOUND MODIFICATION Experience various methods of changing sounds.	Identify the way a sound is altered.	Analyze the factors which cause sound to change.	Relate sound modifications to the science of sound.

MUSICAL ELEMENTS:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
1.3 PITCH			
Discriminate between high and low and identify pitch directions with body movements.	Discriminate between high and low and indentify pitch directions with symbols.	Discriminate between high and low and identify pitch direction with music symbols and terms.	Discriminate between high and low and identify pitch direction with music symbols and terms.
Match pitches in vocal range.	Match pitches in vocal range.	Match pitches in vocal range. Adjust pitch for accurate tuning.	Match pitches in vocal range. Adjust pitch for accurate intonation.
Locate high/low sounds on pitched instruments (bells, xylophone, etc.)	Identify high and low from notation.	Read melodic patterns.	Read and write melody.
Identify melodic direction as up, down, or repeat.	Identify melodic direction as repeating, skipping, or stepping.	Identify melody intervals of unison, octave, third, fifth.	Identify additional intervals of second, sixth, and seventh.
Recognize contrast of major and minor tonalities.	Discriminate between major scales (7 tones) and pentatonic (5 tones) scales.	Distinguish between major and minor scales.	Describe relationship between major and minor scales.

1.4 RHYTHM

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize steady beat/no beat.	Identify steady beat in musical examples.	Identify beat in accompaniment.	Differentiate between underlying beat of melody and beat in accompaniment.
Respond to accents and changing meters.	Recognize relationship of accents to meter.	Recognize changes in meter by sight and sound.	Distinguish between regular, irregular and polymetric meters by signt and sound.
Determine if music moves in twos or threes.	Recognize difference between meter in two (duple) and meter in three (triple).	Recognize differences between simple (3/4) and compound (6/8) meter.	Identify compound and simple meter by sight and sound.
Identify repeated rhythm patterns.	Identify ostinati patterns.	Identify ostinati with complex texture.	Identify ostinati with more complex textures.
Distinguish between steady beat and melodic rhythm (word rhythm).	Distinguish between steady beat and melodic rhythm (word rhythm).		
Perceive differences in even and uneven, long and short rhythmic durations.	Perceive the presence of simple syncopations.	Recognize and identify syncopations in a rhythmic phrase.	Identify more complicated syncopated rhythms.

1.5 HARMONY/TEXTURE:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize the difference in melody alone and melody with accompaniment.	Sing or play a given ostinato.	Identify from notation melody with accompaniment.	Compose an ostinato accompaniment to a given melody.
Recognize a round.	Identify 2 part rounds.	Identify 2,3,4 part rounds.	Recognize when a modulation occurs.
Recognize chord changes in an accompaniment.	Recognize when chord changes occur.	Predict chord changes. Identify key changes. Identify tonal and atonal compositions.	Differentiate between tonal and atonal compositions.
	Recognize a descant or countermelody.	Distinguish between compositions with/without descant.	Distinguish between compositions with/without descant.
Recognize thick/thin texture.	Identify monophonic and homophonic textures.	Identify polyphonic, homophonic and monophonic textures.	Differentiate between monophonic, polyphonic and homophonic textures .

1.6 FORM:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize musical phrases and phrase endings.	Recognize repetitions of a phrase.	Recognize changes in phrases altered in rhythm, and textures.	Recognize phrases altered by improvisations. Identify like and unlike phrases by sight and sound.
Show awareness of simple cadences. Recognize introduction.	Recognize introduction, interlude and a simple cadence.	Recognize a coda.	
	Define variation in music.	Recognize variations in melodies as they occur.	Recognize when variations occur in rhythm, harmony or tempo of a composition.
Recognize and identify sections of music as same, different.	Identify simple forms: i.e., AB, ABA, rondo.	Identify more complex forms such as canon, 12 bars of blues, & theme and variations.	Identify more complex forms i.e., prelude & fugue, sonata-allegro, oratorio, symphony.
	Recognize melodic sequences.	Recognize sequence in melody.	Recognize more complex sequences.

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1.7 TEMPO:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Identify speed of music as fast or slow, getting faster, getting slower.	Identify tempo markings.	Recognize tempo changes as they occur in a composition.	Recognize variations within phrases: i.e., rubato, retardando, fermata.
Describe music's tempo in own words.	Identify common musical terms that relate to tempo (presto, largo, etc.)	Expand vocabulary of musical terms related to tempo.	Expand vocabulary through appropriate applications. Analyze how composers and performers use tempo.

1.8 DYNAMICS:

Describe music's volume level in own words.	Identify common musical terms that relate to volume levels.	Recognize degrees of dynamic level. Identify common electronic terms relative to dynamics (frequency & amplitude).	Recognize subtle dynamic shadings. Analyze how composers and performers use dynamics.

1.9 TIMBRE:

Identify the vocal sounds of children and adults.	Identify vocal sound as to treble or bass.	Differentiate between soprano, alto, tenor, bass vocal sounds.	Recognize SATB vocal sounds in various periods/styles of music.
Differentiate between solo and group singing.	Identify part singing, singing with accompaniment, singing without accompaniment.	Identify combinations of vocal sounds such as trio, quartet, mixed chorus, etc.	Expand previous learning to include various forms and periods of music.

TIMBRE: (cont.)

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize and identify folk instruments, classroom instruments and selected orchestral instruments.	Expand knowledge of all folk instruments, orchestral & band instruments.	Identify instrumental sounds as they relate to styles and use in various ensembles.	Recognize by sight and sound instruments used in various large and small ensembles.
Group instruments by sound and sight.	Classify instruments according to traditional families.	Recognize major large ensemble groupings such as band, orchestra, chamber orchestra by sight and sound.	Distinguish by signt and sound between the major smaller instrumental ensembles such as woodwind choir, string quartet, percussion ensemble, and various ethnic groups.
Distinguish between electronic sounds and traditional instrument sounds.	Recognize electronic sounds in commercial settings such as television and movies. Identify sounds produced by a synthesizer.	Recognize electronic sounds in commercial settings such as television and movies. Identify sounds produced by a synthesizer.	Expand knowledge of electronic sounds including synthesizer and computer interface.

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COMPONENT TWO: Creative Expression - Skills Development

GOALS:

1. To become sensitive to the expressive qualities of musical sounds.
2. To develop musical responsiveness, involvement and discrimination.
3. To develop skills necessary to become capable and intelligent performers, creators and consumers of music.

OBJECTIVES: The students will:

1. Listen to music attentively and respond appropriately.
2. Perform music using a variety of sound sources.
3. Communicate musical ideas effectively through the use of notation.
4. Demonstrate ability to develop and communicate original musical ideas.

COMPONENT TWO: Creative Expression - Skills Development

OVERVIEW:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Musical expression requires development of technical skills. During the K-2 years students become involved in experiences that develop an awareness of singing, playing, creating, moving and listening to music.	Continued development of music expression is encouraged. Students will sing and play instruments from written notation and create own notation system. They will be encouraged to improvise and create sound collages. Some will begin formal instrumental studies. Information on careers in music will be introduced.	Students will broaden their interest in music studies as well as pursue personal interest in band, orchestra or chorus. Singing, playing, creating and listening experiences will be broadened to include a wide range of musical media, form and style. Greater accuracy, facility, and clarity will be required. Students will continue to develop knowledge about careers in music.	Students will develop special interest areas of singing, playing instruments, composing, conducting or listening. Some will consider careers in one or more areas of music.

CONTENT:

2.1 SINGING:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Differentiate between singing voice and speaking voice.	Sing in tune alone or with group using clear, free tone and correct breath support.	Sing as accurately and as independently as possible to develop an understanding and awareness of head and chest tones.	Sing accurately an appropriate part in an ensemble with and without accompaniment.

Grades K-2 (cont.)	Grades 3-5 (cont.)	Grades 6-8/7-9 (cont.)	Grades 9-12 (cont.)
Sing simple rounds, descants and ostinati patterns in limited range with accompaniment.	Sing familiar songs based on major and minor scales.	Sing more difficult songs based on pentatonic, major/minor scales with accidentals and key changes.	Sing more complex songs with accidentals, chromatic intervals and key changes.
	Sing rounds, partner songs or simple two part songs by rote (solo or in group).	Sing on 3 or more parts (independently or in large group). Begin/continue vocal music study.	Sing in groups of four or more parts (independently or in a large group). Continue to develop vocal music proficiency.
	Begin choral music study.	Begin or continue choral music study.	Continue to develop choral music proficiency.
2.2 PLAYING:			
Play simple rhythm instrument with steady beat.	Play simple pitch patterns on melodic instruments.	Play accompaniment on guitar, autoharp, etc.	Play at least 3 chords on guitar or other string or keyboard instrument.
Play simple melodies by number notation.	Play simple step-wise melodies up, down, or same, based on major and minor scales.	Play extended melodies with skips based on major, minor and pentatonic scales.	Play extended melodies requiring greater proficiency based on major, minor pentatonic scales.
	Begin string instrument study.	Begin band/string instrument study.	Continue to develop instrumental proficiency.

2.3 MOVEMENT:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Is aware that movement involves use of space.	Combine elements of space into dance.	Is aware of the relationship of space to time and energy.	Expand awareness of the relationship of space to time and energy.
Is aware that movement involves use of energy (force).	Combine elements of energy into dance.	Develop awareness of energy as it relates to time and space in composition.	Develop awareness of the forms of dance developed by combining energy, time and space.
Is aware that movement involves use of time.	Combine elements of time into dance.	Develop awareness of the relationship of time to energy and space in composition.	Is aware that rhythm is the basis for dance compositions.
Walk, run, jump, clap, etc., to music freely and as directed.	Express self through body movement from various cultures.	Participate in folk dances of local cultural heritage.	Respond to musical patterns.
Demonstrate pulse of music with movement.	Conduct in 2 & 3 meter.	Conduct in 2 ,3 & 4 meter.	Conduct in 2,3,4,and 6 meter.
	Use body to represent melodic contour.	Create dance patterns to show form.	Develop knowledge of creative dance components and express self in traditional and non-traditional music.

2.4 READ & WRITE:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize the relationship between the musical score and the sound produced.	Interpret basic notational symbols for rhythm and melodic contour.	Read individual part and be aware of other parts.	Read and perform individual parts in a multiple part composition.
Create symbols to notate musical sounds.	Notate a musical phrase with standard notation or create an original system of notation.	Write a short, given melodic phrase in standard notation.	Write a longer, given melodic phrase in standard notation.

2.5 CREATING:

Create simple melodies often while at play.	Create "answers" to unfinished melodic phrases by singing and playing on classroom instruments.	Make alterations and variations in existing songs.	Improvise in a chosen performance medium on a familiar tune.
Develop an "answer" phrase by singing a response to a musical "question".	Improvise songs and accompaniments to physical movement.	Utilize diverse sound sources including electronic to improvise or compose.	Improvise simple rhythmic and harmonic accompaniments to recorded music.
Create sound patterns with the body, the voice, or with instruments.	Create a simple melodic phrase.	Create and notate a more complex phrase of music.	Compose and notate a musical phrase with harmony or chord symbols.

Grades K-2 (cont.)	Grades 3-5 (cont.)	Grades 6-8/7-9 (cont.)	Grades 9-12 (cont.)
Create an original melody for existing lyrics.	Create a simple melodic phrase.	Create and notate a more complex phrase of music.	Compose and notate a musical phrase with harmony or chord symbols.
Plan and arrange a short series of sounds to express an idea.	Arrange a series of short sound collages.	Create a sound collage using traditional and non-traditional instruments.	Create and graphically notate an improvised sound piece that includes electronic sounds.
Recognize that music is a life vocation and that musicians work as do carpenters, doctors, teachers, lawyers, etc.	Become aware of potential career choices in music such as teacher, performer, conductor, disc jockey, etc.	Continue to develop awareness of careers in music such as sound engineer, audio technician, publisher, music librarian, and composer.	Expand awareness of careers in music and give consideration to a career in the music field.

2.6 LISTENING:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Listen attentively to a selected repertoire of music.	Listen attentively to an expanded repertoire of music.	Use correct terminology to discuss the characteristics of a work (melody, rhythm, meter, form, etc.)	Listen critically to own performance.
Use musical terms and concepts to express thoughts about music.	Identify aurally orchestral instruments, vocal types, form and style of music.	Describe the stylistic characteristics of musical samples.	Give concentrated attention while listening to music for longer periods of time.
	Identify, by listening, a basic repertoire of standard orchestral and vocal compositions.		Analyze, compare and contrast music from a variety of styles and periods.
Practice basic audience and performance etiquette.	Practice basic audience and performance etiquette.	Respond appropriately with correct etiquette in a variety of concert situations.	Discuss music heard or performed using appropriate vocabulary.
	Recognize purpose of a printed program.		Recognize conductor's cues to the audience for silence and applause.

COMPONENT THREE: Music Heritage - Historical and Cultural

GOALS:

1. To develop awareness and demonstrate knowledge of the styles, idioms, performance media and purposes of musics that are part of our multicultural heritage.

OBJECTIVES: The students will:

1. Identify and become familiar with their own musical heritage.
2. Identify some of the expressive elements in the music of different cultures and ethnic groups.
3. Describe some of the social and historical situations which have influenced the composition, style, selection and performance of music.

COMPONENT THREE: Musical Heritage - Historical and Cultural

OVERVIEW:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
The students become aware that music reflects many cultural and ethnic backgrounds, takes many forms, has a place in history and is reflected personally in their background.	The students relate their ethnic cultural musical backgrounds to that of other students. Become aware that historical settings influence musical form and style. Recognize a variety of musical forms and styles.	The students recognize the relationships between music and its cultural heritage as well as how this relationship has influenced the music's form.	The students compare and analyze the effect of social, ethnic and cultural influences on music. Are able to classify music as to historical period.

CONTENT:

3.1 PERSONAL HERITAGE:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Become aware that music is a part of and a reflection of many cultures and ethnic groups.	Sing, play, and listen to music of own ethnic and cultural group, as well as that of other students.	Relate events of own musical heritage to the past.	Compare cultural heritages and ethnic influences of own music with those of others.

3.2 MUSICAL HERITAGE:

Recognize that music comes from different places and that different cultures use musical elements in distinct ways.	Recognize differences between musical examples of various cultures such as Native American and East Asian.	Associate music of various ethnic groups with their origin.	Identify and defend choices of ethnic music in their appropriate performance settings.

3.3 SOCIAL AND HISTORICAL HERITAGE:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Become aware of purposes of music such as lullabies, marches dirges, etc.	Discuss the purposes of music.	Recognize/analyze how the purpose of music affects the character of music.	Analyze how sound influences become part of the character of music.
	Become aware that the function of music dictates style and form.	Recognize the relationship between music's form and style and its function.	Be aware can be used to affect emotions.
Become familiar with well known compositions for voice, orchestra, solo instruments and ensembles.	Become familiar with well known compositions associated with stories (program music).	Continue to expand familiarity with the standard repertoire of musical compositions.	Develop interest in other less familiar compositions.
Listen to music of both "classical" and "modern" styles.	Listen to compositions by traditional composers from "classical" and "modern" periods.		
Become acquainted with compositions by American composers.	Become acquainted with compositions by contemporary American composers.	Differentiate among works of American composers of various historical periods.	Recognize compositions of living American composers.

Grades K-2 (cont.)	Grades 3-5 (cont.)	Grades 6-8/7-9 (cont.)	Grades 9-12
Recognize that music can belong to a different time.	Recognize that music can be associated with general historical periods and with other art forms.	Associate compositional style with specific periods and art forms from the early Baroque through the 20th Century.	Classify music from Renaissance, through all style periods up to the 20th Century.
Be aware of the contrasting musical sounds of concert "classical" music and "popular" music.	Distinguish between "classical" and "popular" music.	Distinguish between and compare "classical" music to the many forms of "popular" music.	Describe traits in musical styles of various historical periods.
Begin to demonstrate an awareness of musical qualities by describing music.	Demonstrate awareness of musical qualities by applying an understanding of musical concepts from historical periods.	Select and compare a variety of musical performances based upon an understanding of musical concepts from historical periods.	Select and support choices of musical performances from historical periods.
Develop some familiarity with small forms such as songs, dances, games, marches, etc.	Continue to expand awareness of forms such as march, waltz, polka, theme and variations.	Continue to expand awareness of forms to include symphony, opera, oratorio and concerto.	Identify forms as related to particular historical periods.

COMPONENT FOUR: Aesthetic Valuing - Application of Knowledge and Skills

GOALS:

1. To provide a sound basis of musical experience which can be used in making intelligent judgments of musical value.

OBJECTIVES: The students will:

1. Demonstrate an understanding of the value and role of music in the lives of individuals and cultures.
2. Demonstrate an understanding of how the purpose and function of music in a particular situation have influenced compositions, selections and performance.
3. Demonstrate an understanding of the ways in which the elements of music have been combined to produce characteristic styles and forms.

COMPONENT FOUR:

Overview:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
As students expand their musical knowledge they begin to make choices from a variety of aesthetic options. Classroom experiences provide the basis for making informed judgments.	Through interactions with a variety of music experiences, students begin to identify styles and forms of music as well as recognize that music is a part of many special occasions. Opportunities are provided for students to analyze, compare and search for relationships as a means for learning to make informed judgments.	Using their knowledge of the elements of music, style characteristics of various periods, and an historical perspective, students will have a variety of opportunities to make comparative judgments about music they hear, play or create. These experiences will serve to enhance their ability to make informed aesthetic judgments.	Students at this level will continue to develop their ability to make aesthetic judgments. Opportunities will be provided for students to choose music to listen to, perform or create and to defend that choice using their own knowledge and understanding of the elements, style, form and cultural heritage of the music selected.

CONTENT:

4.1 CULTURAL BACKGROUND:

Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
Recognize that music is a worldwide art.	Recognize that music is derived from diverse backgrounds worldwide.	Be able to recognize historical or cultural characteristics that determine the source of a musical style.	Choose music to perform or listen to from a variety of musical styles and be able to use musical vocabulary to describe reasons for the choice.

4.2 JUDGMEN	Grades K-2	Grades 3-5	Grades 6-8/7-9	Grades 9-12
	Begin to demonstrate an awareness of musical quality by describing music.	Demonstrate a developing awareness of musical quality by describing music and by applying musical concepts, ideas and values.	Distinguish between quality performances of selected compositions.	Select and defend choices in quality performances based upon knowledge of musical concepts.
4.3 FUNCTIONS:	Become aware that music is a part of celebrations, ceremonies and many other special occasions.	Recognize the appropriateness of forms of music for different occasions.	Identify music as to function and purpose as related to celebrations, ceremonies and other events.	Can rationalize and defend appropriate choices of music according to functions.
4.4 MUSICAL STRUCTURE AND ELEMENTS:	Become aware that the elements of music can be used to describe music and that music may be classified by its structure.	Distinguish between the elements of music.	Continue to develop criteria that will aid in increasing sensitivity to the elements of music when performing, creating or listening to music.	Analyze music as a listener, performer or composer using own knowledge of the elements of music.
4.5 VALUING:	Become aware that music is a part of everyday life. Respect music and musicians. Enjoy singing, moving and playing instruments alone and with others.	Realize that music is an important part of everyday life. Develop a sense of respect for musical performance and musical creations. Enjoy participating in music and use it as a means of personal expression.	Continue to develop awareness of music as an important part of everyday life. Continue to show enjoyment in listening and making music. Discuss personal responses to music using an acceptable musical vocabulary.	Develop sensitivity to the aesthetic qualities of music performed or heard. Develop ability to judge the worth/value of music heard, performed or created based on an understanding of the elements of music.

LEARNING OBJECTIVES
FOR
INSTRUCTIONAL SETTINGS

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: KINDERGARTEN**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Give attention to short music selections	2.6
Respond to an expanded repertoire of music and respond to musical elements and styles through movement or playing classroom instruments	1.3, 1.7, 1.8, 2.2, 2.3, 2.5, 2.6
Describe, with movement or language, similarities and differences in music such as loud-soft, fast-slow, short-long and high-low	1.3, 1.7, 1.8, 2.1, 2.2, 2.3, 2.6
Recognize the classroom instruments aurally and visually	1.1 through 1.9
Identify sounds of piano, guitar and drum	1.1, 1.2, 1.9
Sing a variety of songs including song stories, singing games and folk songs	1.1, 2.1, 3.3, 4.1,
Show an awareness of beat, tempo, dynamics, pitch, like and unlike phrases through movement and through playing instruments	1.3. 1.4, 1.6, 1.7, 2.2, 2.3
Identify melody directions as upward or downward	1.3, 1.5, 2.6
Change words of a familiar song to match class activities	2.1, 2.5, 4.3
Complete "answers" to unfinished melodic phrases by singing or playing	1.3, 1.4, 1.6 2.1, 2.2, 2.5
Express ideas or moods using instruments and environmental or body sounds	1.3, 1.4, 1.7 1.8, 2.1, 2.2, 2.3, 2.5
Demonstrate an awareness of music as a part of everyday life	3.1, 3.2, 3.3, 4.3
Enjoy singing, moving to music, and playing instruments alone and with others	4.5
Respect music and musicians	4.3, 4.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: ONE**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Distinguish between melodies having accompaniment or those having no accompaniment	1.3, 1.5
Recognize differences in music such as fast/slow, long/short, high/low and loud/soft	1.3, 1.4, 1.7, 1.8
Listen to music and respond through moving, singing or playing instruments	2.1, 2.2, 2.4, 2.5, 2.6
Sing a wide variety of songs in tune with a clear, free tone	1.3, 2.1
Play and move to a steady beat	1.4, 1.7, 2.2, 2.3
Play single repeated rhythmic patterns on percussion instruments	1.4, 2.2
Identify and play sounds getting louder/getting softer	1.8, 2.2
Sing songs and music dramatizations with appropriate expression	1.1, 2.1
Create new stanzas to familiar melodies	2.1, 2.5
Improvise rhythmic accompaniments to songs on classroom instruments	2.2, 2.5
Create "answers" to unfinished melodic phrases by singing or playing	1.3, 1.4, 1.8, 2.1, 2.2, 2.5
Identify melodic direction as upward or downward	1.3, 1.5, 2.6
Identify high/low contrasts by environmental sounds or by sounds of instruments	1.3, 2.6
Recognize beats in sets of twos and threes	1.4, 2.6
Recognize the introductions to songs	1.6, 2.6
Identify the sound of voices - men, women, children and the timbre of basic wind, percussion and string instruments	1.9, 2.6
Realize that music is an important part of everyday life	3.3, 4.1, 4.3, 4.5
Feel a sense of respect for music and its performance and creation	4.5
Display a sense of enjoyment when participating in music	4.5
Use music as a means of personal expression	2.1, 2.2, 2.3, 3.1, 4.1, 4.3

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: TWO**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to a variety of styles of music and respond through moving, singing, or playing instruments	2.1, 2.2, 2.3, 2.6, 3.2, 3.3, 4.1
Identify structure in music as having repeated/contrasting sections (loud/soft, slow/fast, repeated rhythms, etc.)	1.6, 1.7, 1.8, 4.4
Identify beat or no beat in environmental sounds and in music	1.4, 2.6
Recognize voice types aurally and classify instrumental timbre aurally	1.9, 2.6
Identify the patterns of simple forms such as A B and ABA	1.6, 2.6, 4.4
Sing a variety of songs in tune with a clear free tone and appropriate expression	1.1, 1.2
Sing a repertoire of folk songs and compose songs from memory	1.1, 2.1
Play simple pitch patterns on melodic instruments such as bells or xylophones	2.2
Play upward - downward melodic patterns	1.3, 2.2
Sing a simple ostinato with a familiar song	1.3, 1.4, 2.1
Use a system of syllables, numbers or letters for reading notation	1.3, 1.4, 2.1, 2.4
Create "answers" to unfinished melodic phrases by singing or playing instruments	2.1, 2.2, 2.5, 2.6
Create movement for musical dramatization	2.3, 2.5, 2.6
Create musical compositions using environmental sounds	1.3, 1.4, 1.7, 1.8, 1.9, 2.5
Identify notation of high/low patterns and upward/downward patterns	1.3, 2.4
Identify beats in twos and threes and read steady beat notations	1.4, 2.4
Realize music is an important part of everyday life	3.3, 4.3, 4.5
Feel a sense of respect for music and its performance and creation	4.5
Display a sense of enjoyment when participating in music	4.5
Use music as a means of personal expression	2.1, 2.2, 2.3, 3.1, 4.1 4.3

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: THREE**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to a wide variety of music including American music and music that tells a story	2.6, 3.2 3.3, 4.1
Recognize aurally the differences between long/short sounds, repeated/contrasting phrases, slow/fast tempo, duple/triple meters, major/minor modes	1.4, 1.5, 1.6, 1.7, 2.6
Identify aurally the timbre of basic, brass, woodwind, string and percussion instruments	1.9, 2.6
Distinguish between instrumental and choral sounds	1.9, 2.6
Distinguish between harmony and unison singing	1.5, 2.6
Describe in simple terms the stylistic characteristics of some musical examples	1.3, 1.4, 1.7, 1.8, 2.1, 2.2, 2.6, 3.3
Identify the pattern of simple forms such as A B, ABA, and AABA	1.6, 4.4
Use musical terms and concepts to express thoughts about music (loud, short, high, melody rhythm, etc.)	1.3, 1.4, 1.5, 1.6 4.2, 4.5
Sing some songs from memory, alone or with a group using a clear, free tone	1.1, 1.2, 2.1
Sing repeated patterns, rounds and solo parts	1.1, 1.3, 1.4, 1.5, 2.1
Sing a variety of songs with appropriate musical expression emphasizing correct diction	2.1
Interpret basic notational symbols for rhythm patterns by movement, clapping, walking, playing instruments or chanting	1.3, 1.4, 2.1, 2.2, 2.3
Recognize the basic form of unfamiliar songs	1.6, 2.6, 4.4
Use a system of syllables, numbers or letters for reading notation	2.4
Participate in simple folk dances	1.4, 1.7, 2.3, 3.3, 4.1, 4.3
Create music and movement for dramatizing songs or stories	2.5
Realize that music is an important part of everyday life	3.3, 4.3, 4.5
Feel a sense of respect for music and its performance and creation	4.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC GRADE LEVEL: THREE

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Display a sense of enjoyment when participating in music	4.5
Use music as a means of personal expression	2.1, 2.2, 2.3, 3.1, 4.1 4.3

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: FOUR**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to many different styles of music to include various ethnic backgrounds as well as American music of all styles	2.6, 3.1, 3.2, 3.3 4.1
Demonstrate an understanding of the rhythm of a musical sample by responding physically or with rhythm instruments	1.4, 2.2, 2.3
Distinguish between band and orchestra styles	1.9, 2.6
Listen for style and texts associated with folk songs of the U.S. and other countries	2.6, 3.2, 3.3, 4.1
Identify the structure of music by listening, by notation and by using the labels AB, ABA & variations	1.7, 2.4, 2.6, 4.4
Identify aurally and visually most orchestral & band instruments	1.9, 2.6
Sing songs accurately and independently with attention to styles, blend, and balance	1.1, 1.3, 2.1
Sing descants, repeated patterns, and rounds using notated song material	1.1, 1.3, 1.4, 2.1
Play basic tonal patterns, rhythm patterns, and simple songs on recorder, keyboard, synthesizer or other available instruments	1.1, 1.3, 2.2
Participate in folk dances	1.4, 1.6, 1.7, 2.3, 3.2, 3.3, 4.1
Sing simple songs of non-English texts	1.1, 2.1, 3.2, 3.3, 4.1
Continue the use of a systematic approach to music reading	2.4
Locate the information concerning the origin of music (folk or composed) on printed song material	2.6, 3.2
Make thoughtful alterations and variations to familiar songs	2.1, 2.5
Improvise simple ostinato-like accompaniments on pitched instruments	2.2, 2.5
Improvise rhythmic accompaniments for songs	2.2, 2.5
Demonstrate an increased awareness of music as an important part of everyday life	4.3, 4.5
Enjoy listening to most types of music	2.6, 4.2, 4.5
Identify any unique qualities about their own personal musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: FIVE**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to a variety of music to include various styles with attention to the origin of the music	2.6, 3.2, 3.3 4.1
Distinguish aurally between brass, woodwind, string and percussion families	1.9, 2.6
Notate correctly simple rhythm patterns presented aurally	2.4, 2.6
Identify a basic repertoire of standard orchestral and vocal compositions by listening	2.6
Discuss in their own words the qualities of a work of music	2.1, 2.2, 2.6, 4.2, 4.4, 4.5
Identify form patterns to including AB, ABA, AABA, rondo, and theme and variation	1.6, 2.6, 4.4
Identify major/minor by ear	1.5, 2.6
Describe music associated with the U.S. and other countries and with ethnic groups represented in social studies class	2.6, 3.2, 3.3 4.1
Identify composers and performers of major works heard	2.6, 3.2, 4.1
Distinguish between acoustic and electronic instruments	1.9, 2.6
Sing solos, rounds or partner songs accurately & independently with desired musical quality	1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 2.1
Play by ear and from notation accompaniments on various pitched and non-pitched instruments	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 2.1, 2.5, 2.6
Conduct songs in 2 and 3 beat meter	1.4, 2.3
Continue the use of a systematic approach to music reading	2.4
Demonstrate growth in the ability to sing or play music from notation	2.1, 2.2, 2.4
Make thoughtful alterations and variations in existing songs	2.1, 2.2, 2.4, 2.5
Improvise simple accompaniments on classroom pitched and non-pitched instruments	1.1, 1.2, 1.3, 1.4 1.7, 1.8, 1.9, 2.1, 2.5
Demonstrate an increased awareness of music as an important part of everyday life	4.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTONAL SETTING: GENERAL MUSIC GRADE LEVEL: FIVE

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Enjoy listening to most types of music	2.6, 4.5
Identify any unique qualities about their own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: SIX**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to a variety of musical styles with attention to origin, time, place, composer as well as tone color (timbre), texture and form	1.5, 1.6, 1.9, 2.6 3.2, 3.3, 4.1
Notate correctly simple pitch and rhythm patterns presented aurally	1.3, 1.4, 2.4
Use correct terminology to discuss the characteristics of a work including melody, rhythm, meter, form and style	1.3, 1.4,.1.5, 1.6, 1.7, 1.8, 2.6, 3.2, 3.3, 4.1 4.2, 4.5
Discuss in own words the qualities of a work of music	2.1, 2.2, 2.6, 4.5
Identify by listening most orchestral instruments and vocal classifications, form, musical features such as tempo, dynamics, tonality meter and type or style (electronic, folk, orchestral, jazz etc.)	1.1, 1.3, 1.4, 1.5 1.6, 1.7, 1.8, 1.9, 2.6, 3.2, 3.3, 4.1
Read notation for unison and part singing	2.4
Compare direction of line, texture and rhythm of music to those elements in the visual arts	1.3, 1.4, 1.5 4.2, 4.3, 4.4
Sing accurately with desired musical quality to communicate expression intent	1.1, 1.2, 1.3, 1.4 2.1
Play by ear and from notation a variety of instruments such as recorder, synthesizer, guitar, xylophone, metalophone, etc.	1.1, 1.2, 1.3, 1.4 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.4, 2.5, 2.6
Conduct songs or instrumental ensembles in 2, 3, and 4 beat meter	1.3, 1.4, 2.3
Recognize tonal and rhythmic patterns from examining the notation	1.3, 1.4, 2.4
Continue the use of a systematic approach to music reading	2.4
Make thoughtful alterations and variations to existing songs	1.1, 1.2, 2.1, 2.5
Improvise accompaniments on pitched instruments and percussion instruments	1.1, 1.2, 1.3, 1.4 1.8, 1.9, 2.5
Create descants, introductions and codas	1.6, 2.1, 2.2, 2.5
Participate in group compositions of music and movement	1.1 through 1.9 2.3
Utilize diverse sound sources, including electronic, when improvising or composing	1.9, 2.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: SIX**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Describe the role of music in the cultural expression of ethnic groups	3.2, 3.3, 4.1, 4.2, 4.3
Identify some available music activities in the local community	4.3
Identify uniqueness of own musical heritage	3.1
Demonstrate an increased awareness of music as an important part of everyday life	4.5
Enjoy listening to most types of music	4.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTION SETTING: GENERAL MUSIC **GRADE LEVEL: SEVEN**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to a variety of music giving concentrated attention for relatively long periods of time	2.6
Listen to music with attention to origin, medium and musical elements such as texture, form, dynamics, etc.	1.5, 1.6, 1.8 2.6, 3.2, 3.3, 4.1
Discuss music heard and performed in terms of musical elements	1.1 through 1.9
Analyze music of a variety of styles, periods employing appropriate vocabulary of musical terms	2.6, 3.2, 3.3, 4.1
Participate in music through singing (unison, two parts) by moving or by playing instruments	1.1, 2.1, 2.2, 2.3
Use autoharp, guitar or other instrument to accompany simple folk song	1.1, 1.2, 2.2
Sing comfortably and confidently through the period of voice change	1.1, 1.2, 2.1
Read notation to sing, including bass clef when appropriate	2.4
Read standard notation to play classroom instruments	2.2, 2.4
Identify composer, performers, conductors and small or large performing groups representative of many styles of music	2.6, 3.2, 3.3 4.1
Discuss the use of elements of music (rhythm, line of melody, form) as applied in other performing arts such as drama and dance	1.1 through 1.9 3.3, 4.1, 4.3, 4.4
Create and perform simple compositions using percussion or melodic sounds	1.1 through 1.9 2.2, 2.5
Improvise rhythms and harmonic accompaniments to recorded music	1.1 through 1.9 2.1, 2.2, 2.5
Conduct an ensemble using simple meters	1.4, 1.7, 1.8, 2.3
Describe role of music as a cultural expression of people of the U.S. and other nations	3.2, 3.3 4.1
Describe some career opportunities in the music field	4.3
Contact local musical organizations and attend programs	4.5
Develop a sensitivity to the aesthetic qualities of the music performed or heard	4.5
Develop an enjoyment and satisfaction in creating original musical ideas	4.5

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: SEVEN**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Develop an enjoyment and satisfaction in performing, in both formal and informal situations	4.5
Describe their own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: EIGHT**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Listen to music for extended periods of time from a variety of media such as theater, orchestra, band and chorus	1.9, 2.6
Listen critically to their own performances of music	2.6, 4.2, 4.5
Identify aurally by title and composer a repertoire of compositions that represent a variety of musical styles	2.6, 3.2, 3.3, 4.1
Listen to music from various periods, styles, and ethnic origins	2.6, 3.2, 3.3, 4.1
Evaluate and analyze music of a variety of styles in terms of pitch, rhythm, texture, and form	1.1 through 1.9 2.6, 3.2, 3.3, 4.1, 4.2
Describe musical structure and responses to music (visual art, movement) using non-verbal media	1.1 through 1.9 2.6, 4.3, 4.4
Play and/or sing in a suitable ensemble	2.1, 2.2
Play at least 3 chords on a guitar	2.2
Use appropriate instruments to accompany an ensemble	2.2
Read standard notation to play classroom instruments	2.4
Identify by name and function standard notational symbols for pitch, rhythm, articulation and dynamics	2.4
Conduct an ensemble performing a composition in simple meter	1.4, 1.7, 1.8, 2.3
Compare and contrast performance styles of the same composition	1.1 through 1.9 2.6, 4.2, 4.4
Improvise and create a short composition in at least one performance medium using traditional or nontraditional sound sources	1.1 through 1.9 2.2, 2.4
Use a variety of biographical resources to locate information about composers	3.2, 3.3, 4.1
Identify musical career opportunities	4.3
Describe how music is a part of recreation and other leisure activities	4.1, 4.3
Describe the role of music as a cultural expression of people of the United States and other nations	3.2, 3.3, 4.1, 4.3

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GENERAL MUSIC **GRADE LEVEL: EIGHT**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Seek out and attend concerts, theatre productions and other community musical events	4.5
Develop a sensitivity to aesthetic qualities of the music performed and heard	4.5
Express enjoyment and satisfaction in creating original musical ideas	4.5
Express enjoyment and satisfaction in performing in both formal and informal situations	4.5
Describe their own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-BAND **GRADE LEVEL: 5-8 (9)**

Learning Objectives

By the completion of this level, students are able to:	Framework Component:
Demonstrate correct position, embouchure and breath support on chosen instrument	1.1, 1.2, 1.3 2.2
Demonstrate correct breathing & tonguing techniques (sticking for percussionist)	1.1, 1.2 2.2
Produce the characteristic tone of the instrument chosen carefully evolving a correct tonal concept	1.1, 1.2, 1.9 1.3, 2.2
Perform music to include sight reading to the expected competency level of the class	1.1 through 1.9 2.2, 2.4
Demonstrate ability to perform as a soloist in small ensembles and as a member of the full band	2.2, 1.1 through 1.9
Experience on a limited basis at grades 8 & 9 performing in groups that may include marching band, jazz ensemble, etc.	1.1 through 1.9 2.2, 2.3 3.1, 3.2
Demonstrate awareness of expressive qualities of music performed including phrasing, dynamics, articulation, intonation and balance	2.2 4.4, 1.3 1.5, 1.7, 1.8
Demonstrate knowledge of music vocabulary for study, rehearsal and performance	1.3 through 1.9 2.4, 4.4
Identify from aural stimuli the instruments of a modern concert band	2.6, 1.9
Demonstrate knowledge of basic keyboard concepts	1.1, 1.3, 2.2

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUMENTAL SETTING: INSTRUMENTAL MUSIC-BAND	GRADE LEVEL 5-8(9)
Identify and compare performance styles from at least three historical eras	3.2 3.3 4.2, 4.5
Demonstrate conducting patterns in 2, 3 and 4 beat meter	1.4, 2.3
Demonstrate an understanding and performance of phrase and melody	2.2 4.2
Identify the form of music performed	1.6. 4.4
Identify at least four music careers	2.5, 4.3, 4.5
Demonstrate knowledge of the contributions of composers and performers to the development of band music performed	3.2, 3.3, 4.2 4.3, 4.5
Identify ethnic and other cultural contributions to band music	3.1, 3.2, 3.3 4.1
Create, notate and perform an original work for chosen instrument and explain the form of the work	1.6, 2.5, 2.4, 4.4 1.3 through 1.9
Improvise alterations to a known melody	2.2, 2.5
Critique individual and group performances	2.6, 4.2, 4.5
Sing instrumental line of a chorale or any standard instrumental literature in own vocal range	2.1, 1.3 2.6
Describe the music and its relationship to the life styles of the people from the Baroque to the Modern era	3.2, 3.3 4.1, 4.3 4.4
Explain the evolution of a band instrument	3.2
Demonstrate proper concert etiquette	2.6
Develop understanding of own musical heritage	3.1, 4.1
Demonstrate:	
Enjoyment in playing chosen instrument	2.2, 2.6
A commitment to play well	4.2, 4.5
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUCTIONAL MUSIC-BAND GRADE LEVEL 5-8 (9)

TECHNICAL CONSIDERATIONS

By the completion of grades 6-7, students are able to:

Produce tones with proper attack and release

Produce both loud and soft tones

Play with correct physical position

Demonstrate pitch adjustment through physical or mechanical means

Play music written in traditional notation

Demonstrate separated and slurred articulations

Raise or lower pitches according to given symbols (♯, ♭, ♮)

Play three major scales, one octave each, ascending and descending, from memory

Percussionist: Play both double and multiple bounce rolls and rudiments No. 4, 5, 8, and 21 at a steady tempo

By the completion of grades 7-8 (9)

Use mechanical adjustments to achieve accurate intonation

Perform from notation normal, legato, marcato, staccato and slurred articulations

Perform combinations of slur-tongue articulations, e.g.,

Perform a part individually at a steady tempo

Follow individual part while listening with a full score in hand

Sightread musical passages containing quarter, half, and eighth note patterns and rest of corresponding values.

Adjust pitch and tone color through breath support and embouchure adjustment

Write and play all major scales through three sharps and three flats, one or two octaves, depending upon the instrument and a chromatic scale through the developed range

Percussionist: Perform controlled tympani or mallet roll, snare drum rudiments 2,3,4,5,6,7,8,9,12,21 and the long roll in traditional open-closed-open style

Percussionist: Demonstrate knowledge of matched grip and traditional grip

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-BAND **GRADE LEVEL: 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Continue to play with correct posture, embouchure and position own chosen instrument	1.1, 1.2, 1.3 2.2
Continue to develop resonant tone that is the characteristic sound of chosen instrument Identify an outstanding performer of chosen instrument	1.1, 1.2, 1.3, 1.9 2.2
Continue to develop correct breathing and tonguing (sticking technique in percussion) on chosen instrument	1.1, 1.2, 1.3 2.2, 2.4
Continue to develop ability to perform as a soloist and in a variety of ensembles both large and small	1.1 through 1.9 2.2
Play with correct phrasing and appropriate expression	2.2, 2.4
Interpret correctly pitches, rhythms, and other notational symbols through playing	2.2, 2.4
Respond to the conductor	1.3 through 1.9 2.2
Perform the literature assigned to the expected level of competency	1.3 through 1.9 2.2, 2.4, 3.3
Demonstrate improved skill at reading music and growth in musicianship	1.3 through 1.9 2.2, 3.2
Identify from aural stimuli the timbre of band and orchestra instruments	1.9 2.6
Recognize major and minor scales and arpeggios from notation and know relationship of major to minor	1.5, 2.4, 2.6, 4.4
Write and play all major and minor scales	1.5, 2.2, 2.4, 4.4
Discuss the historical and cultural background of works performed	3.2, 3.3, 4.1
Demonstrate knowledge of the lives of composers whose music is performed	3.2, 3.3, 4.1
Analyze the works performed by the ensemble in terms of the elements of music	1.3 through 1.9 2.6, 4.4
Describe the form and structure of works studied and heard	1.6, 2.2, 2.4 2.6, 4.4

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-BAND **GRADE LEVEL: 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Identify and compare styles of music from four historical eras e.g. Baroque, Classical, Romantic, Modern	2.4, 2.6, 3.2 3.3, 4.1, 4.4
Demonstrate knowledge of the evolution of the band and band instruments	3.1, 3.2, 3.3 4.3
Discuss the qualities needed to pursue a music career	2.5, 4.2
Demonstrate knowledge of contributions to music of American composers, performers and identify styles unique to American music	3.1 ,3.2, 3.3, 4.1, 4.3, 4.4 4.5
Evaluate the quality of own performance and/or that of others	2.6 4.2, 4.5
Improvise a 12 or 16 bar melody with simple chord progression	1.3 through 1.9 2.2, 2.4 2.5
Create and notate an original composition for own instrument or an ensemble and explain the form of the work	1.3 through 1.9 2.4, 2.5, 2.6 4.4
Conduct small and large ensembles performing literature that includes a variety of meters	1.4, 1.6, 1.7 1.8, 2.3 2.6, 4.4
Sing instrumental line of band arrangement in own vocal range	1.3, 2.3
Describe the music and its relationship to societies of the baroque and modern eras	3.3, 4.1, 4.3, 4.4, 3.2
Develop an understanding of own musical heritage	3.1, 4.1
Demonstrate:	
Enjoyment in playing closen instrument	4.2, 4.5
A commitment to play well	2.2, 2.6
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-BAND GRADE LEVEL: 9-12

TECHNICAL CONSIDERATIONS

By the completion of this level, students are able to:

Adjust pitch mechanically or through embouchure changes to improve intonation

Change in instrumental registers to avoid "breaks"

Perform compositions written in traditional, nontraditional and created notations

Perform measured and unmeasured trills and tremolos

Aurally identify and play by ear varying patterns of pitch, duration, timbre and loudness

Perform short (two-measure) phrases in response to presented aural examples (echoes)

Perform from notation and aurally identify all appropriate articulations

Utilize alternate fingerings necessary for improving playing efficiency

Sightread passages involving as many as four flats and four sharps, major or minor, passages without key signatures, and passages which include multiple chromatic alterations

Sightread passages involving dotted rhythms, syncopation, triplet figures and irregular meters

Improvise countermelodies or free contrapuntal obbligatos in conjunction with familiar composition

Continue individual development by participating in all state auditions, ensemble festivals, private lessons, workshops and master classes

Percussionist:

Perform correctly on all auxilliary instruments, e.g. tambourine, triangle, glockenspiel, castanets, etc.

Perform on all appropriate pitched and non-pitched percussion instruments, including tympani, marimba, all ethnic percussions

Perform all 26 snare drum rudiments in traditional rudimental style and stay abreast of latest percussive arts concepts

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA GRADE LEVEL 5-8 (9)

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate correct position, hold and posture on chosen instrument	1.1, 1.2, 1.3, 2.2
Demonstrate correct bowing and left hand technique on chosen instrument	1.1, 1.2, 1.3, 2.2
Produce the characteristic tone of the chosen instrument	1.1, 1.2, 1.3, 1.9,
Perform the assigned literature, to include sight reading, to the expected competency of the class	1.1 through 1.9 2.2, 2.4
Demonstrate ability to perform as a soloist, in small ensembles and as a member of the orchestra	1.1 through 1.9 2.2
Experience on a limited basis at grade 8 & 9 performing in special performing groups such as "strolling strings" or "country fiddlers"	1.1 through 1.9 2.3, 3.1, 3.2
Demonstrate awareness of expressive qualities of music performed including phrasing, dynamics, articulations, intonation and balance	1.3, 1.5, 1.7, 1.8 2.2, 4.4
Demonstrate knowledge of music vocabulary for study, rehearsal and performance	1.3 through 1.9 2.4, 4.4
Identify, from aural stimuli, the instruments of the string orchestra	1.9, 2.6
Identify and compare performance styles from at least three historical eras	3.2, 3.3, 4.2, 4.5
Demonstrate conducting patterns for 2, 3 and 4 beat meters	1.4, 2.3
Identify the form of music performed	1.6, 4.4
Identify at least four music careers	2.5, 4.3, 4.5
Demonstrate knowledge of the contribution of composers and performers to the development of orchestral music performed	3.2, 3.3, 4.2, 4.3, 4.5
Describe the music and its relationship to the life styles of the people of the Baroque through Modern eras	3.2, 3.3, 4.1, 4.3 4.4

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA GRADE LEVEL: 5-8 (9)

Learning Objectives

By the completion of this level, students are able to:	Framework component
Demonstrate proper concert etiquette	2.6
Explain the evolution of at least one string instrument	3.2
Identify ethnic and other cultural contributions to orchestral music	3.1, 3.2, 3.3, 4.1
Create, notate and perform an original work for chosen instrument and explain the form of the work	1.1 through 1.9 2.2, 2.4, 2.5 4.4
Improvise alterations to a known melody	2.2, 2.5
Critique individual and group performances	2.6, 4.2, 4.5
Sing instrumental line of a chorale or any standard instrumental literature in own vocal range	1.3, 2.1, 2.6
Develop understanding of own musical heritage	3.1, 4.1
Demonstrate:	
Enjoyment in playing chosen instrument	2.2, 2.6
A commitment to play well	4.2, 4.5
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA GRADE LEVEL 5-8 (9)

TECHNICAL CONSIDERATIONS

By the completion of grades 6 or 7, students are able to:

Produce tone with proper attack and release
Produce both loud and soft tones
Play with correct physical position
Demonstrate left hand pitch adjustment
Play music written in traditional notation
Demonstrate bowings including slurs, legato, staccato, portato (loure) and response to notation
Demonstrate right and left hand pizzicato
Demonstrate special effects such as open-string double stops, harmonics, glissando
Demonstrate shifting, including 3rd position for violin and viola, 4th position for cello and bass
Demonstrate vibrato
Play three major scales (at least one octave each), ascending and descending, from memory

By the completion of grades 8 or 9, the students are able to:

Demonstrate ability to tune and care for instrument
Demonstrate bowings, including marcato, spiccato and martele
Demonstrate ornaments, such as trills, turns, grace notes, fingered double stops, chords
Demonstrate shifting, including 2nd, 3rd, and 4th positions and thumb position for cello
Perform combinations of bowings for articulated rhythm patterns
Perform a part individually at a steady tempo
Follow individual part from a full score
Sight-read musical passages containing quarter, half, and eighth notes and rests
Demonstrate a variety of tone colors through use of bow and vibrato
Write and play major scales through 4 sharps and 4 flats plus three minor scales

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA **GRADE LEVEL: 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Continue to play with correct positioning, hold and posture on chosen instrument	1.1, 1.2, 1.3, 2.2
Continue to develop correct bowing and left hand technique on chosen instrument	1.1, 1.2, 1.3, 2.2
Continue to develop characteristic tone of chosen instrument	1.1, 1.2, 1.3, 1.9 2.2
Continue to develop ability to perform as a soloist in a variety of ensembles both large and small	1.1 through 1.9
Interpret correctly pitches, rhythms and other notational symbols through playing	1.4, 2.2, 2.4
Respond to the conductor	1.1 through 1.9 2.2
Perform the literature assigned to the expected level of competency	1.1 through 1.9 2.2, 2.4, 3.3
Demonstrate improved skill at reading music and growth in musicianship	1.3 through 1.9 2.2, 3.2
Identify from aural stimuli the timbre of all orchestral instruments	1.9, 2.6
Recognize major and minor scales and arpeggios from notation	1.5, 2.4, 2.6, 4.4
Demonstrate knowledge of current string musicians	4.5
Demonstrate knowledge of the life of composers of music performed	3.2, 3.3, 4.1
Discuss the historical and cultural background of works performed	3.2, 3.3, 4.1
Analyze the works performed by ensemble in terms of the elements of music	1.3 through 1.9 2.6, 4.1, 4.4
Describe the form and structure of works studied and heard	1.6, 2.2, 2.4, 2.6 4.4
Identify and compare styles of music from four historical periods: Baroque, Classical, Romantic and Modern	2.4, 2.6, 3.2 4.3

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA GRADE LEVEL: 9-12

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate proper concert etiquette	2.6
Demonstrate knowledge of the evolution of the orchestra and orchestral instruments	3.1, 3.2, 4.3
Identify the qualities and individual needs to pursue a career in music - any area	2.5, 4.2, 4.3
Demonstrate knowledge of contributions to music of American composers and performers and identify styles unique to American music	3.1, 3.2, 3.3, 4.1 4.3, 4.4, 4.5
Critique the quality of own performance and/or that of others	2.6, 4.2, 4.5
Improvise a 12 or 16 bar melody with a simple chord progression accompaniment	1.3 through 1.9 2.2, 2.4, 2.5, 3.1
Create and notate an original composition for own instrument or an ensemble and explain the form of the work	1.3 through 1.9 2.4, 2.5, 4.4
Conduct small and large ensembles performing literature that includes a variety of meters	1.4, 1.6, 1.7, 1.8 2.3, 2.6, 4.4
Sing instrumental line of an orchestral selection in own vocal range	1.3, 2.4
Describe the music and its relationship to societies from the Baroque to the Modern era	3.2, 3.3, 4.1, 4.3, 4.4
Develop and understanding of own musical heritage	3.1, 4.1
Demonstrate:	
Enjoyment in playing chosen instrument	2.2, 2.6
A commitment to play well	4.2, 4.5
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTION SETTING: INSTRUMENTAL MUSIC-STRING ORCHESTRA GRADE LEVEL: 9-12

TECHNICAL CONSIDERATIONS

By the completion of grade 12, students are able to:

Demonstrate bowings, including up bow staccato and ricochet

Demonstrate double stops in advanced positions

Demonstrate shifting, including 5th and 6th positions

Demonstrate any special effects in literature played

Understand reasons for using upper positions

Sight-read passages containing various keys and rhythms

Improvise musical questions and answers

Continue individual development by participating in all-state auditions, ensemble festivals, private lessons, workshops and master classes

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC **GRADE LEVEL: 6-8 (9)**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate correct posture for singing	1.1, 1.2, 1.3, 2.1
Demonstrate correct breathing techniques for vocal production	1.1, 1.2, 1.3, 2.1
Produce an acceptable tone quality throughout the singing range	1.1, 1.2, 1.3, 1.9. 2.1
Perform music, to include sight reading, to the expected competency of the class	1.1 through 1.9 2.2, 2.4
Sing in unison, perform rounds, partner songs, songs with descants and sing in 2 or 3 parts	1.1 through 1.9 2.1, 2.4
Sing as comfortably and confidently as possible through the period of voice change with a descriptive knowledge of the changing voice	1.3 through 1.9 2.1
Perform as a soloist or member of a small ensemble in the classroom setting	1.3 through 1.9 2.1
Experience on a limited basis at grade 8 (9) performing in groups that may include show choir, SA, & T(c)B ensembles	1.1 through 1.9 2.1, 2.3, 3.1, 3.2
Demonstrate awareness of expressive qualities of music performed including phrasing, dynamics, articulation, blend, balance, vowel formation and placement	1.3, 1.5, 1.7, 1.8 2.1, 4.4
Demonstrate knowledge of music vocabulary for study, rehearsal and performance	1.3 through 1.9 2.4, 4.4
Identify from aural stimulas the various types of voices in chorus	1.9, 2.6
Identify and compare performance styles from at least three historical eras	3.2, 3.3, 4.2, 4.5
Demonstrate knowledge of the contributions of composers and performers to the development of vocal music performed	3.2, 3.3, 4.2, 4.3, 4.5
Describe the music and its relationship to the life styles of the people of all periods of music	3.2, 3.3, 4.1, 4.3, 4.4
Identify at least four music careers	2.5, 4.3, 4.5
Identify ethnic and other culturs' contributions to choral music	3.1, 3.2, 3.3
Demonstrate the ability to sing a capello with a group	1.1 - 1.9, 2.1, 2.4, 2.6, 4.4

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC **GRADE LEVEL 6-8(9)**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate proper concert etiquette	2.6
Demonstrate conducting patterns for 2, 3, & 4 beat meter	1.4, 2.3
Identify form of music performed	1.6, 4.4
Create, notate and perform an original song and explain the form of the work	1.1 through 1.9 2.1, 2.4, 2.5, 4.4
Improvise simple vocal alterations to a known melody	2.1, 2.5
Critique individual and group performances - own or others	2.6, 4.2, 4.5
Play classroom instruments such as recorder, synthesizer, mallet percussion and the like using notation	1.4, 1.7, 2.1
Develop understanding of own musical heritage	2.1, 2.6, 3.1, 3.3
Demonstrate:	
Enjoyment in singing	2.1, 2.6
A commitment to sing well	4.2, 4.5
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC GRADE LEVEL: 6-8 (9)

TECHNICAL CONSIDERATIONS

By the completion of grades 6 or 7, students are able to:

Reflect the mood of a song in facial expression

Consistently produce an acceptable tone appropriate to physical maturity and free of muscular tension

Produce tones with proper attack and release

Match pitches produced vocally by peers or teachers or produced by instruments

Habitually practice good posture when singing

Exert breath control to sustain a tone or sing a complete phrase

Produce pure vowel sounds and articulate consonants

Adapt word pronunciation to produce uniform ensemble diction

Sightread complete stepwise melodic passages

Sing in a range appropriate to physical maturity and without strain

By the completion of grades 7 or 8, students are able to:

Sustain breath flow in order to sing complete musical phrases

Sing a vocal line maintaining the level of pitch throughout

Maintain a voice part in company with others singing the same part in a two or three homophonic or polyphonic texture

Sing diphthongs with proper emphasis on sustained vowel sound and vanish

Sing songs with non-English texts, e.g., "Dona Nobis Pacem" with proper pronunciation and vowel modifications

Sightread melodies that include skips of a third, fourth, or fifth when they are members of the tonic triad

Sightread melodies including steps and skips of a major or minor sixth with chordal accompaniment

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC **GRADE LEVEL: 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Continue to sing with correct posture, breath control and acceptable tone quality throughout the developed range	1.1, 1.2, 1.3, 1.9 2.1
Continue to extend vocal range within capabilities	1.1, 1.2, 1.3, 1.9, 2.1
Continue to develop ability to perform music, to include sight reading, to the expected competency of the class	1.1 through 1.9 2.1
Continue to develop ability to perform as a soloist, in a variety of ensembles and the mixed chorus	1.2, 1.3, 1.4, 1.5 1.7, 1.8, 2.1
Sing with pure, undistorted vowels and articulate consonants to create a proper blend	1.1, 1.2, 2.1
Interpret correctly pitches, rhythms and other notational symbols through singing	1.3, 1.4, 1.7, 1.8, 2.1
Respond sensitively to the conductor	1.1 through 1.9 2.1, 3.2
Sing a repertoire of choral literature of a varied nature to the expected competency level of the class, including a capella music	1.1 through 1.9, 2.1, 3.2 3.3, 4.1, 4.4
Sing from memory most of the music performed publicly by the ensemble	1.1 through 1.9 2.1
Recognize from notation the tonality of music performed by the class and perform appropriate scales, arpeggios and appropriate vocalises by note	1.1, 1.3, 1.4, 1.7
Identify the form of music performed and heard	1.6, 2.1, 2.4, 2.6, 4.4
Recognize harmonic movement and define harmonic structure in relationship to chords, scales and vocalises	1.1, 1.3, 1.5, 2.4, 4.4
Identify from aural stimuli the catagories of voices and at least four different vocal ensembles	1.9, 2.6
Demonstrate knowledge of music vocabulary for the purpose of study, rehearsal and performance	1.1 through 1.9 2.1, 2.4, 2.6, 4.4

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC **GRADE LEVEL 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate knowledge of the lives of most of composers whose music is performed	3.2, 3.3, 4.1
Discuss the historical and cultural background of works heard and performed	2.1, 2.6, 3.2, 3.3
Analyze the works performed in terms of the elements of music	1.1 through 1.9, 2.1, 2.6 4.1, 4.4
Identify and compare styles of music from four historical periods: Baroque, Classical, Romantic and Modern	2.4, 2.6, 3.2, 3.3, 4.1
Explain the evolution of vocal music and choral music	3.2, 4.3
Identify the qualities and individual needs to pursue a career in music - any area	2.5, 4.2, 4.3
Demonstrate knowledge of contributions to music of American composers and vocal performers and identify styles unique to American music	3.1, 3.2, 3.3, 4.1 4.3, 4.4, 4.5
Critique the quality of own performance and/or that of others using appropriate musical terms	2.6, 4.2, 4.5
Improvise, using vocalise, a 12 or 16 bar melody with a simple chord progression accompaniment	1.3 through 1.9 2.1, 2.4, 2.5, 3.1
Create and notate an original song arranged for an ensemble or solo with accompaniment and explain the form of the work	1.3 through 1.9 2.4, 2.5, 4.4
Conduct a small or large ensemble using a variety of meters	1.4, 1.6, 1.7, 1.8 2.3, 2.6, 4.4
Play from notation classroom instruments such as piano, mallet percussion, recorder, guitar, etc.	1.4, 1.7, 1.8, 2.2 2.4
Describe the music and its relationship to societies of all musical eras	3.2, 3.3, 4.1, 4.3, 4.4
Develop understanding of own musical heritage	3.1, 4.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: VOCAL MUSIC GRADE LEVEL 9-12

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate:	
An enjoyment in singing	2.1, 2.6
A commitment to singing well	4.2, 4.5
A commitment to the ensemble	
A respect for quality music	
Respect for skilled performance of music	

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTION SETTING: VOCAL MUSIC GRADE LEVEL: 9-12

TECHNICAL CONSIDERATIONS

By the completion of grade 12, students are able to:

Maintain a voice part in company with other voices singing the same part in a homophonic or polyphonic texture involving four or more parts

Adapt diction, articulation, and vowel colors to the demands of the text in a variety of English dialects and in foreign languages

Sightread melodies which include skips of the third, fourth, fifth, sixth and octave

Sightread melodies based upon major, minor and pentatonic scales

Sightread entire compositions of the difficulty of a chorale in company with other voices singing the same part

Follow a specific vocal line in any grouping of voices

Interpret a musical phrase in terms of both musical contour and inflection of the text

Adjust vowel colors and dynamics to produce effective blend and balance

Demonstrate poise and effective stage presence in performance

Individually maintain a voice part in any musical texture

Sing with appropriate diction and pronunciation in a variety of languages and dialects, including English, Italian, Latin and other foreign languages

Sightread their own voice part in tonal literature, e.g., a Bach chorale

Continue individual development by participating in all state auditions, ensemble festivals, private lessons and master classes

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: MUSIC THEORY **GRADE LEVEL: 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Arrange simple pieces for instruments or voice	1.1 through 1.9 2.4, 2.5
Notate original musical ideas	1.3 through 1.9 2.6
Notate from dictation melodic phrases, harmonic progressions and rhythmic patterns	1.3 through 1.9 2.4, 2.6
Demonstrate a knowledge of major and minor scales, intervals, chords and chord progession	1.3, 1.4, 1.5, 2.4
Sight - sing common rhythmic and diatonic patterns	1.3, 1.4, 2.1
Analyze harmonic passages aurally and visually	1.3, 1.4, 1.5, 2.4, 2.6
Create short musical compositions in a variety of media including instrumental, vocal, electronic media	1.1 through 1.9 2.4, 2.5
Improvise simple accompaniments on a piano or other appropriate instrument	1.3, 1.4, 1.5, 1.7 1.8, 1.9, 2.2, 2.5
Perform, when possible, the arrangements and compositions written by members of the class	2.1, 2.2, 2.4
Identify common musical forms	1.6, 4.4
Describe major historical eras in music	3.2, 3.3, 4.1
Define and apply common musical terms	1.1 through 1.9
Demonstrate enjoyment in listening to and studying music	4.2, 4.5
Demonstrate a respect for music of recognized quality	3.3, 4.2, 4.5
Demonstrate a respect for quality compositions and skilled arrangements	4.2, 4.5
Seek out and attend musical performances in the community	4.1, 4.2, 4.5,
Investigate own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: MUSIC APPRECIATION **GRADE LEVEL 9-12**

Learning Objectives

By the completion of this level, students are able to:	Framework Component
Demonstrate an understanding of the elements of music such as pitch, rhythm, harmony, texture, dynamics, etc.	1.1 through 1.9
Recognize aurally and describe musical forms such as sonata, rondo, fugue, variations, etc.	1.6, 2.6, 4.4
Recognize aurally and describe music genres such as oratorio, symphony, opera, etc.	1.6, 2.6, 4.4
Demonstrate a knowledge of the historical, musical, and cultural background of a representative sample of musical works of recognized quality	2.6, 3.2, 3.3, 4.1, 4.2, 4.5
Recognize aurally example from the historical style periods and specialized ethnic music	2.6, 3.2, 3.3 4.1, 4.3
Describe and discuss musical examples using correct terminology	1.1 through 1.9 2.6
Demonstrate a knowledge of quality composers, compositions and performers	2.6, 3.2, 3.3, 4.1, 4.2, 4.5
Identify social and political events which affects the style of writing of great composers	3.2, 3.3, 4.1, 4.3
Demonstrate ability to follow a printed score while listening to musical examples	1.3 through 1.9 2.4, 2.6
Create music by improvising vocally or with instruments	2.1, 2.2, 2.5
Show an understanding of the various roles of music in society of today as well as the past	3.2, 3.3, 4.1, 4.5
Demonstrate an understanding of the aesthetic nature of music and the fine arts	4.1, 4.2, 4.3, 4.5,
Demonstrate proper audience behavior	4.2, 4.5
Demonstrate a respect for skilled performance of music	4.2, 4.5
Seek out and attend community musical events	4.5
Investigate own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: ADVANCED PLACEMENT: MUSIC LISTENING AND LITERATURE **GRADE LEVEL: 11-12**

The content should include, but not be limited to, that determined by the Advanced Placement program.

By the completion of this level, students are able to:	Framework Compoment
Identify scale, mode, cadences, tonality of music heard	1.1 through 1.9 2.6
Recognize aurally rhythmic patterns and meter	1.4, 2.6
Identify various musical textures	1.5, 1.9, 2.6
Recognize the form and structure of a musical composition	1.5, 1.6, 2.6, 4.3
Identify aurally and visually a wide variety of musical media	1.9, 2.6
Identify and describe the characteristics of the musical style periods and name representative composers and composition	2.6, 3.2, 3.3
Recognize aurally a wide variety of "master works" identifying the style, the media, the composer and the name of the composition	1.6, 1.9, 2.6, 3.2, 3.3, 4.1, 4.4
Identify the cultural and societal impact on music of the Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic, and Modern (including jazz, popular, music theater) periods	2.6, 3.2, 3.3 4.1, 4.3, 4.4
Demonstrate an understanding of the aesthetic value of music and the fine arts and the role of music in the arts	4.2, 4.3, 4.5
Demonstrate proper audience behavior	4.2, 4.3, 4.5
Demonstrate respect for the skilled performance of music	4.5
Seek out and attend musical performances in the community	4.5
Investigate own musical heritage	3.1

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: ADVANCED PLACEMENT: MUSIC THEORY **GRADE LEVEL: 11-12**

The content should include, but not be limited to, that determined by the Advanced Placement program.

By the completion of this level, students are able to:	Framework Component
Apply fundamental terminology and notational skills to intervals, key signature rhythmic and metric notation, transposition and musical terms	1.1 through 1.9 2.4
Create elementary compositions: melodies to specifications, two part counterpoint, harmonization of a melodic line, and four-part realization of figured bass symbols and/or Roman numerals	1.1 through 1.9 2.4
Analyze visually from written score: pitch organization (melody, harmony, tonality), rhythmic organization, texture, and form	1.3 through 1.9 2.4, 4.4
Identify aurally from given examples single line rhythms, melodic lines, two-part excerpts, block chord and other homophonic textures	1.1 through 1.9 2.4, 2.6, 4.4
Improvise accompaniments or a piano or other instrument	1.1 through 1.9 2.1, 2.2, 2.5
Create short musical compositions in a variety of media - instrumental, vocal, electronic	1.1 through 1.9 2.4, 2.5
Demonstrate enjoyment in listening to and studying music	2.6, 4,2, 4.5
Demonstrate a respect for music of recognized quality	2.6, 3.2, 4.1, 4.2 4.5
Demonstrate a respect for quality compositions and skilled arrangements	2.6, 4.2, 4.5
Investigate own music heritage	3.1
Understand the theoretical structure of music of the various historical periods and many ethnic styles	1.1 through 1.9 2.4, 2.6, 3.2, 3.3, 4.1, 4.3, 4.4
Notate from dictation melodic phrases, harmonic progressions and rhythmic patterns	1.3 through 1.9 2.4, 2.6

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GIFTED AND TALENTED MUSIC **GRADE LEVEL: 3-12**

In addition to the learning objectives in the appropriate instructional settings and appropriate ages the Gifted and Talented music students should be able to:

	Framework Component
Describe the impact of music as a communicating tool throughout the ages	3, 4
Evaluate the persuasive and influential functions of music on the beliefs and behaviors of society	3, 4
Demonstrate knowledge of critical thinking skills when listening to, performing or analyzing music	1, 2, 3, 4
Compose an original piece utilizing expressive musical imagination and an appropriate system of notation	1, 2
Assess the similarities and differences in music of various cultures, learning to value and respect their uniqueness, diversity and interdependence	3, 4
Actively participate in some type of performing group and demonstrate positive, productive and satisfying relations as they pertain to a group goal	1, 2
Analyze the aesthetic origins and traditions of American popular music and predict the direction and impact these traditions will have on contemporary and future society	3, 4
Explain how their value system and own cultural heritage affects the way they perceive and aesthetically judge music	3, 4
Develop self-descipline and assume responsibility when making choices in the field of music	4
Study a wide variety of works in music and relate them to major events in composers' lives and the political changes and social changes of the time	2, 3, 4
Analyze the impact music has on people's attitudes and behaviors	3, 4
Achieve proficiency in chosen performance medium	1, 2
Take full advantage of opportunities to pursue advanced training and explore areas of special interest, talent and ability	1, 2

SOUTH CAROLINA FRAMEWORK FOR MUSIC EDUCATION

INSTRUCTIONAL SETTING: GIFTED AND TALENTED MUSIC GRADE LEVEL: 3-12

ESSENTIAL GOALS FOR EXTENSION

Conducting, composing, creating and performing activities should be core elements of all gifted/talented music programs

Motivation should be intrinsic and the musical processes should be diverse: playing, singing, listening and creating

Students who are gifted in musical performance must study on a one-to-one basis with a competent teacher

Students who are gifted in music composition must have contact with a skillful professional arranger and/or teacher of composition

Music education for the gifted and talented must be well balanced between performance, the study of theory and harmony, and the study of literature and history of music

Music teaching methods and program models standard in other music education programs should be used and adopted:

Dalcroze, Orff, Kodaly, Suzuki, Contempory Music Project, Manhattanville Musician Curriculum Project (MMCP), Chamber ensembles

Appendix A

S. C. Framework for Music Education

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